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ABSTRACT

Project LEEWAY was implemented in July 1992 at Lee College, in Texas, to recruit low-income, academically disadvantaged single parents, displaced homemakers, and single pregnant women into nontraditional technical programs and provide necessary support services to ensure success. This report describes the implementation, components, and results of the project for the 1994-95 program year. Introductory materials describe requirements for participation and project goals and objectives, while the subsequent section reviews key personnel, the project's advisory committee, recruitment activities, and student support services. The next section describes Quickstart, a 5-week orientation program prior to technical program enrollment, highlighting assessment testing and basic skill enhancement related to study skills, career exploration, and survival skills. Activities undertaken for students enrolled in the first semester of the 1994-95 LEEWAY program are then described, including registration assistance, tutoring assistance, continued student support services, study and workplace readiness skills sessions, monthly parenting forums, and program evaluations by participants. Second semester activities are then reviewed, describing further registration and tutoring assistance, continued student support services, and continued monthly parenting forums. Program results are then addressed, indicating that of an original 9 students enrolled in the summer Quickstart session, 7 completed their second LEEWAY semester, with these students completing an average of 18 credit hours and maintaining an overall grade point average of 2.67. The final two sections review findings from student and staff evaluations of the program and financial assistance to other nontraditional students. LEEWAY brochures, applications, and evaluation forms are appended. (TGI)

ED 392 496

Project #55150015

Project LEEWAY for Single Parents

PY95 Final Detailed Report on:

Project LEEWAY for Single Parents

June 1995

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Project Leeway
for Single Parents

Project Manual
1994-1995

LEE COLLEGE

Baytown, Texas

June 1995

PROJECT LEEWAY
for Single Parents

Lee College
Baytown, Texas

June 1995

Preface

Project LEEWAY for Single Parents was begun in July 1992 as a program to recruit low income, academically disadvantaged single parents, displaced homemakers and single pregnant women into technical programs, and to provide much needed support services to help assure their success.

This is a very successful project much needed in our community. We provide this manual as a guide for other community colleges who may wish to replicate any or all of the project components.

If we can supply any further information, please feel free to contact the 1994-95 **Project LEEWAY** staff:

Clare Bush Fleming
Project LEEWAY Coordinator
Lee College
P.O. Box 818
Baytown, TX 77522-0818
(713) 425-6559

Kirstine Taylor
Project LEEWAY Counselor
Lee College
P.O. Box 818
Baytown, TX 77522-0818
(713) 425-6384

Sally Griffith
Special Projects Coordinator
Lee College
P.O. Box 818
Baytown, TX 77522-0818
(713) 425-6822

Johnette Hodgin
Dean of Applied Sciences and Community Education
Lee College
P.O. Box 818
Baytown, TX 77522-0818
(713) 425-6515

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PROJECT LEEWAY FOR SINGLE PARENTS

Lee College
Baytown, Texas

for Program Year 1994-1995

Project LEEWAY for Single Parents is a program designed to promote and facilitate access to vocational/technical education and training at Lee College for single parents, displaced homemakers, and single pregnant women. The program began its first year of operation in the summer of 1992, funded by a Carl Perkins Discretionary Grant. The program was designed to assist single parents, displaced homemakers, and single pregnant women in gaining access to vocational education programs through three program components:

(l) basic academic skills upgrading,

(2) workshops and courses addressing personal and career development, and

(3) student support services such as child care, textbook, transportation assistance, financial aid resource identification, and tutoring.

During the 1994-95 program year, we continued to focus on these three components, but in an altered, and we believe much improved form.

Requirements for Participation

Participation in **Project LEEWAY for Single Parents** was limited to single parents, displaced homemakers, and single pregnant women who had low to moderate income and who needed to improve basic academic skills, such as reading, writing, and math, before enrolling in college-level courses. The program was designed to target persons who were experiencing a major transition in their lives and who needed to prepare themselves for a new job by returning to school.

Goals and Objectives

Project LEEWAY for Single Parents had seven goals as stated in the Grant Application. These goals included:

1. Assessment and goal setting for each participant
2. Improvement of basic academic skills
3. Career exploration in both traditional and non-traditional careers, including interaction with role models
4. Self-esteem building
5. Improvement of workplace readiness skills of self-management, problem solving, and teamwork
6. Student support in the form of child care, textbooks, transportation, and tutoring
7. Statewide dissemination of information on **Project LEEWAY for Single Parents** program design, implementation strategies, and results.

GETTING STARTED

Key Personnel

Personnel for **Project LEEWAY for Single Parents** included a project coordinator, counseling advisor, part-time recruiter, and four part-time temporary instructors. The staff worked with the Special Projects Coordinator to organize the entire program.

Clare Bush Fleming was re-appointed to continue as project coordinator. Ms. Fleming worked 30% of her time on the project. She had six year's experience working with special populations adult women in a technical/vocational setting at the college level, as well as teaching experience in special education.

Kirstine Taylor was selected to continue as counseling advisor for **Project LEEWAY.** Ms. Taylor, a member of the Lee College counseling staff, worked 15% of her time on the project advising students, teaching college study skills, and assisting with the registration process. Ms. Taylor has served as a counselor in the vocational area at Lee College for three years.

Lillian Walker was selected to serve as temporary recruiter and career exploration instructor. Part-time temporary basic academic skills instructors included Laurel Anthony and Mary Mendoza in reading and writing, and Rose Cleveland in math. Susan Stock taught survival skills also on a part-time basis.

Advisory Committee

A seven-member advisory group was formed in July with representation from community service providers. The committee consisted of the following:

KayCee Hill	Bay Area Women's Center
Carmen Torres	Lee College Hispanic Educational Access Committee
Larry Payne	Texas Department of Human Services
Susan Stock	Baytown Housing Authority
Robert Swanagan	Lee College Black Educational Access Committee
Barbara Trachte	YMCA
Kim Cook	Lee College student/**LEEWAY** participant

The committee had its first meeting on August 11, 1994, and its second meeting on March 25, 1995. The committee provided advice and input in recruitment activities. Members also actively referred single parents and displaced homemakers to the **Project LEEWAY** coordinator as possible participants.

Recruitment Activities

Program brochure. A program brochure was designed and created by **Project LEEWAY** staff (see Appendix A, pages 35-36). The brochure was easy to read and informative. It was distributed through the Lee College Counseling Center; the Lee College Black and Hispanic Educational Access Committees; the Texas Department of Human Services in Baytown, Liberty and Crosby; the Baytown Housing Authority; the Bay Area Women's Center; the YMCA; area high schools within the region, such as the Goose Creek Independent School District in Baytown, and all high schools within the surrounding rural Liberty and Chambers counties. It was given to individuals interested in participation in **Project LEEWAY**.

Poster. Posters were distributed to each of the above mentioned agencies and schools as well as to area churches (see Appendix A, page 37). The temporary recruiter and coordinator spoke to area churches, Department of Human Service

AFDC recipients, parents of area school children, and alternative high school seniors. The temporary recruiter distributed brochures and posters at area fairs and gatherings, as well as to local businesses.

Media. The recruiter and coordinator were guests on several area radio talk shows. Public service announcements were distributed to area newspapers, radio and television stations. Newspaper articles appeared in area newspapers (see Appendix B, pages 64-66).

Screening Applicants. Individuals interested in the program were invited to fill out a Student Information form (see Appendix A, page 38). They were given an accompanying form, Steps to Follow (see Appendix A, page 39), and assisted in completing each step: the part-time student assistant accompanied individuals unfamiliar with the campus to the Admissions Office where they turned in a Lee College Admissions application, to the Counseling Office where they scheduled for Lee College placement testing, and to the Financial Aid office where they completed the federal financial aid application process.

All individuals expressing an interest in **Project LEEWAY** were invited to one of several orientation meetings where they received more detailed information about the program, and were invited to schedule individual interview appointments with the **Project LEEWAY for Single Parents** coordinator. Applicants were screened to assure that they were eligible for the Pell Grant, or met other income guidelines, and that they were in need of basic skills improvement.

Student Support Services

Based on a Student Needs Survey (see Appendix A, page 40), and on individual interviews, participants were provided the following support services during Quickstart as needed:

1. **Academic and vocational counseling**
   The **Project LEEWAY** counseling advisor served as the primary counselor for all participants; however, participants were also able to make full use of the Lee College counseling and career center.

2. **Financial resource identification**
   Participants with special needs were referred to local service providers such as the Department of Human Services, Baytown Housing Authority, and others. A representative from the Department of Human Services spoke to all individuals attending orientations and assisted in child care and transportation assistance for AFDC recipients, through the JOBS program. Students were also assisted with Pell Grant applications and scholarship applications.

3. **Child care assistance**
   The project coordinator assisted students in locating sources of child care assistance. For those not eligible through other programs, child care services were contracted to licensed child care centers. Eligible participants received full child care assistance during Quickstart. (Child care information and forms are located in Appendix A, pages 42-46).

4. **Emergency Transportation assistance**
   Participants were provided temporary assistance with transportation difficulties through the use of taxi vouchers or the purchase of gasoline. Students were also encouraged to carpool. Occasionally, the **Project LEEWAY** staff drove students to or from school when necessary.

QUICKSTART

This five week non-credit, full-day program prior to full technical program enrollment was designed to provide intensive preparation for success in technical training to single parents, displaced homemakers and single pregnant women with low to moderate income. Especially targeted were returning women with somewhat indefinite career goals, in need of academic skills remediation before entering a vocational program. Quickstart was provided twice during the year: in July-August prior to the Fall semester, and in November-December prior to the Spring semester. (A Quickstart participant schedule is included in Appendix A, page 47).

A total of twenty-one participants were recruited during the Summer and Fall Quickstart portions of **Project LEEWAY for Single Parents**. The average age of participants was twenty-nine, with a range from twenty to fifty years of age. Nineteen of the twenty-one students had forty-one children requiring child care, twenty-six of whom were six years of age or younger. Fourteen participants were active AFDC recipients; six of the remaining seven were receiving food stamps. Eleven had received high school diplomas, eight had received GED's, and two had no GED. Ten students were African American, six were Hispanic, four were Caucasian and one was Asian.

Assessment testing

By the end of the first week of the Quickstart program, each participant had completed a battery of standardized and self-reporting tests aimed at providing information regarding each individual's skills and abilities, and the areas in which each needed to improve or expand. Included were Lee College placement tests

and the Test of Adult Basic Education (TABE), administered to determine readiness for college level technical training. These tests also determined a grade level equivalency in math, reading and writing.

In addition, vocational assessment/interest inventory testing was administered, such as The Career Exploration Inventory (CEI), The Major-Minor Finder, and Job-O A. The Coopersmith Inventory was administered to gauge self-esteem, and the Learning and Study Strategies Inventory (LASSI) was administered to assist in gathering information regarding learning and study practices and attitudes.

Basic Skill Enhancement

Based on need documented through initial assessment testing, students were enrolled in 14 hours per week of individualized remedial and developmental non-credit studies in reading, writing, and/or math. Qualified instructors and a networked, integrated computer assisted instructional format were used to quickly enhance basic skills.

In addition, students were enrolled in an eight hour non-credit class to acquaint those participants with no computer skills with enough basics to overcome their hesitation of working with computers. This class focused on how to turn on a computer, how to insert a diskette, and limited familiarity with word processing. During this class, each student created a resume.

Study Skills

Study skills were taught for a total of 10 hours during Quickstart by the **Project LEEWAY** counselor. The class focused on:

taking control of your learning
getting back into school
juggling home, work, school, children
getting needed resources
study skills
using the library
note taking skills
best use of your learning style information
self confidence building

This class continued meeting into the first semester, one hour per week for the first eight weeks.

Career Exploration

Students met twice each week for a total of three and one-half hours each week to explore various career options. Emphasis was placed on developing career goals; attention was focused on careers which would enable a single parent wage earner to support a family. The following guest speakers were introduced:

Martha Barnett, owner of Baytown Motors and Bodyshop
Jan Borel, Lee College Computer Repair Technician
Kiaum Carpenter, Zerox Repair Technician
Detective Pam Erikson, Baytown Police Dept.
Debra Carroll, Emergency Medical Technician, City of Baytown
Roy Barefield, R.N., San Jacinto Methodist Hospital
Joy Merchant, Security Administrator, Lyondell Petrochemical
Bonita Bufkin, Safety Coordinator, Exxon
Ann Hendon, Lee College Placement Office

Students were presented with educational requirements, aptitudes, salaries, and area employment outlooks for emerging jobs, particularly those job fields taught at Lee College. Interests and aptitudes applicable to emerging job fields were discussed.

Survival Skills

The entire **Project LEEWAY for Single Parents** program was designed to provide students with opportunities to feel success and progress toward definite goals. The Quickstart portion of the program was especially designed to give participants the skills, motivation, and confidence to succeed in technical training. Assessments were completed to enable students to determine their own goals and develop a plan for success. Each participant received a specialized 30 hour Survival Skill Training which focused on the following:

Assertiveness	Personal Health
Nutrition	Money Management
Child Management	Self Advocacy
Legal Rights	Coping with Crisis
Community Resources	Re-Entry/Employment

Quickstart Evaluation

The Quickstart portion was evaluated by participants, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

FIRST SEMESTER

Registration Assistance

At the end of the Quickstart session as registration opened for the first semester of classes, students were individually counseled and registered by the counseling advisor. Participants were given the opportunity to take portions of the Lee College placement test again, and were mainstreamed as appropriate, into regular vocational programs. Those students who needed additional basic academic development were enrolled into appropriate Developmental Math, Reading, and/or Writing. Most students enrolled into 12 to 15 semester hours. Twenty of the original 21 students who began Quickstart registered for their first semester of classes.

Students who had not yet received their Pell Grants were given short-term loans through the Lee College Financial Aid office until the Pell Grant monies were received.

Tutoring Assistance

Tutoring in technical and basic academic courses was available through the Perkins Basic Grant. Tutoring was provided in a one-to-one and small group format, and most **LEEWAY** participants received assistance through this program.

Continued Student Support Services

1. **Continued academic and vocational counseling**
   The **Project LEEWAY** counseling advisor continued to serve as the primary counselor for all participants.

2. **Continued financial resource identification**
   Participants with special needs continued to be referred to local service providers as appropriate, such as the Texas Department of Human Services, Baytown Housing Authority, Harris County Social Services, and the Baytown Welfare League among others. Students were also referred to student assistant jobs on campus.

3. **Continued child care assistance**
   The project coordinator continued to assist students in locating sources of child care assistance. For those not eligible through other programs, child care services were contracted to licensed child care centers. Eligible participants received up to $50 per week per child during first and second semesters.

4. **Continued emergency transportation assistance**
   Participants continued to be provided temporary assistance with transportation difficulties through the use of taxi vouchers or the purchase of gasoline. Occasionally, the **Project LEEWAY** staff drove students to or from school when necessary.

5. **Textbook assistance**
   Each student received up to the full amount of required books and supplies through the Lee College bookstore for the first semester, if their Pell Grants had not been received.

Study Skills

Students continued to meet with the counseling advisor for study skills, one hour each week during the first eight weeks of the first semester. Students had formed such a close bond during Quickstart, that they found it to be very productive to continue meeting during this time.

Workplace Readiness Skills

Students also met once per week with the coordinator for the first eight weeks of the first semester to study workplace readiness skills. Topics included:

Diversity in the workplace
Communicating with peers
Setting goals
Work ethics
Communicating with supervisors
Responsibility for self

Monthly Parenting Forums

Monthly parenting forums were scheduled during the lunch hour, on the first Wednesday of the month, for one hour. All participants receiving child care assistance were required to attend. All Lee College students and the Baytown community were invited to attend. Topics during the fall semester included:

Helping Your Child Succeed in School
Domestic Violence
Sexual Behavior in Children: What is Normal? Should I be concerned?

First Semester Evaluations

The first semester was evaluated by participants, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

SECOND SEMESTER

Registration Assistance

Students continuing to need registration assistance were counseled and registered individually by the counseling advisor. Most students again enrolled in 12 to 15 semester hours.

Tutoring Assistance

Tutoring in Technical and basic academic courses was again available through the Perkins Basic Grant. Tutoring was provided in one-to-one and small group formats, and many **LEEWAY** participants received assistance through this program.

Continued Student Support Services

The following support services continued to be offered:

Academic and vocational counseling
Financial resource identification
Child care assistance
Emergency transportation assistance
Textbook assistance for students not receiving a Pell Grant

Continued Monthly Parenting Forums

Monthly parenting forums continued once each month during the lunch hour. Again, all participants receiving child care assistance were required to attend. All Lee College students and the Baytown community were invited to attend. Topics during the spring semester included:

Effects of Childhood Abuse on Parenting Skills
Indicators and Prevention of Sexual Abuse in Children
Date Rape

RESULTS

Completion Rate

Project LEEWAY for Single Parents began its July Quickstart with nine students. Each of the nine enrolled into their first, or Fall, semester. Of these, seven completed Fall Semester. Of these seven, all completed their second, or Spring, semester.

Twelve students enrolled into the November Quickstart. Of these, eleven enrolled into their first, or Spring, semester. Of these eleven, nine students completed Spring semester.

Thus, of the original twenty-one students, 95% enrolled into their first semester which is above the 90% goal. Of these, 80% completed their first semester. Of the original seven successfully completing their first semester in the fall, 100% completed their second semester. Of the second group of nine completing only Spring semester, each intends to re-enroll for the Fall semester. At this point in time, we are ahead of our goal of a 75% completion rate for two semesters and our current projection is at 80%.

Of the four who dropped, two moved from the area and one left school to marry. The fourth cited personal family problems.

Academic Performance

Project LEEWAY participants are doing well at Lee College. Of the original seven students completing two semesters, all completed between eight and 35 credit hours, averaging 18 credit hours, with an average GPA of 2.67.

Self-Esteem

The entire **Project LEEWAY for Single Parents** program was designed to provide participants with opportunities to feel successful and to progress toward definite goals. The testing assessments and career exploration were completed to help students determine their own goals and to develop a plan for success. The project staff served as resources to the students so that they could achieve their goals. The Coopersmith Inventory of Self-Esteem was given to participants during the first week of Quickstart with students averaging 58 on a scale of 100. The test was repeated during the last week of Quickstart with students averaging 76 on the same scale.

Test of Adult Basic Education (TABE)

The TABE was administered during the first week of Quickstart, and again on the last two days of Quickstart, in the three areas of reading, writing and math. Because the Lee College placement tests were revised and changed between the first and second Quickstart sessions, we were unable to compare beginning and ending scores for all students on the placement exams. Below are averaged beginning and ending grade level scores for the TABE:

	QUICKSTART	
	First Week	**Fifth Week**
Reading	9.5	9.7
Math	7.6	9.1
Writing	8.5	8.9

Career Exploration

A Career Interest Survey was conducted during the first week of Quickstart, and again during the final week of Quickstart, to see if the Career Exploration sessions had influenced career choices (see Appendix A, page 48-49). Results were as follows: 42% of the students chose a different career, while 58% made no changes.

EVALUATION

Student Evaluations

Participants in **Project LEEWAY for Single Parents** evaluated the components of the program at the end of Quickstart and at the end of the first semester. (See forms used in Appendix A, pages 50-62.) Each component of the Quickstart program was evaluated on a scale from 1 to 5, with **5** being **Always** and **1** being **Never**. The numbers below reflect the average scores attained on the 1 to 5 scale.

QUICKSTART EVALUATION:

Survival Skills

I found the Survival Skills Workshops interesting.	4.63
The worksheets were useful.	4.74
The information presented during the workshops is helpful now as well as later.	4.89
I would recommend this class to a friend.	4.74
I intend to go back and use information I learned from this class when I need it.	4.89
I think I am now more capable of meeting my goals.	4.74
I think the facilitator did a good job of helping me learn about Survival Skills.	4.80
The facilitator helped me feel good about the goals I accomplished during this class.	4.74
The facilitator was friendly and supportive and she was a good listener.	4.53
The facilitator encouraged all of us to be more independent and to help each other.	4.80

Student Comments:

The instructor in this class was very supportive, really eager for you to learn. She put thoughts in your mind. Things that seemed hard, she made easy. She had a way to make you understand when you did not. I will miss this class very much.

I think Susan did a great job and the information was very helpful, and I learned a lot. Thanks for your encouragement, Susan.

Reading and Writing

I found the reading and writing class to be beneficial.	4.35
The worksheets were useful.	4.41
The information presented during the class is helpful now as well as later.	4.47
I would recommend this class to a friend.	4.59
I intend to go back and use information I learned from this class when I need it.	4.53
I think I am now more capable of meeting my goals.	4.41
I think the instructor did a good job of helping me learn more about reading and writing.	4.65
The instructor helped me feel good about my accomplishments in this class.	4.47
The instructor was friendly and supportive and she was a good listener.	4.82

Student Comments:

Reading and writing was too hard for me before, but now its great like opening a new book and understanding it.

She was especially helpful to me in every way. She helped me understand that I was intelligent when I thought I was stupid. She was very understanding to me and encouraging!

Math

I found the math class to be beneficial.	3.89
The worksheets were useful.	4.05
The information presented during the class is helpful now as well as later.	4.00
I would recommend this class to a friend.	3.89
I intend to go back and use information I learned from this class when I need it.	3.95
I think I am now more capable of meeting my goals.	4.00
I think the instructor did a good job of helping me learn more about math.	3.39
The instructor helped me feel good about my accomplishments in this class.	3.39
The instructor was friendly and supportive and she was a good listener.	3.88

Student Comments:

I really learned from this class and could not understand most algebra problems. And I know I can learn now!

Study Skills

I found the study skills class to be beneficial.	4.68

The worksheets were useful.	4.39
The information presented during the class is helpful now as well as later.	4.74
I would recommend this class to a friend.	4.74
I intend to go back and use information I learned from this class when I need it.	4.63
I think I am now more capable of meeting my goals.	4.68
I think the instructor did a good job of helping me learn more about study skills.	4.83
The instructor helped me feel good about my accomplishments in this class.	4.83
The instructor was friendly and supportive and she was a good listener.	4.94

Student Comments:

Chris made us feel good about ourselves. She was really sweet and I didn't feel pressured. She also helped us in making a decision on what classes we would or should take.

Great to have an instructor who also happens to be a counselor for this class. She was great. Thanks, Chris!

Career Exploration

I found the career exploration class to be beneficial.	4.47
The worksheets were useful.	4.59
The information presented during the class is helpful now as well as later.	4.53

I would recommend this class to a friend.	4.47
I intend to go back and use information I learned from this class when I need it.	4.53
I think I am now more capable of meeting my goals.	4.29
I think the instructor did a good job of helping me learn more about careers.	4.65
The instructor helped me feel good about my accomplishments in this class.	4.71
The instructor was friendly and supportive and she was a good listener.	4.65

Student Comments:

This was a good class. The instructor gave a lot of information for us to use when we are ready to go out into the working world.

The instructor was very active and very supportive. She made everything clear to you, whatever was on your mind. I will never hesitate to tell anyone who needs help with a career, about her.

Miscellaneous aspects:

I found the individual and group counseling to be beneficial.	4.78
I found the testing was conducted with minimal stress, and helpful in giving me information about myself.	4.28
I found the individualized computer program to be beneficial in reading.	4.56
I found the individualized computer program to be beneficial in language arts.	4.22

I found the individualized computer program to be beneficial in math.	4.06
I found the computer lab, with the help of the lab assistant, to be beneficial to learning.	4.50
I found the Lee College child care program to be of benefit.	5.00

Student Comments:

I really enjoyed this program. It helped me to get into college and make me know I can succeed. I'm going to get my degree. Watch me! Thanks, gang!

I want to thank everyone for believing in me enough to give me a place in this program.

FIRST SEMESTER EVALUATION:

Students were asked to respond to a series of open ended questions at the end of their first semester. The following is a list of these questions, and representative answers.

How has the LEEWAY program impacted you?

I've met women in the same predicament I'm in, and that allows me to feel like I'm not the only person to have certain problems, and I can make my dreams come true.

It was helpful for me to learn how to study. It helped me find self esteem in myself.

How do you feel about college now, compared to before you started LEEWAY?

I feel that college is just like regular school with regular people and I know I will make it.

I felt that there was no way I could have made it through the first semester. Now I know that I can be successful since I have had study skills.

Like I can do anything.

Would you recommend LEEWAY to your friends? Why?

Yes because people tend to be scared of coming back and college does appear to be scary. LEEWAY calms those nerves that seem to mislead you.

Yes! I have recommended one already! I did it because she had been out of school a long time and I thought it would be helpful to her.

Yes because some of my friends are not trying to do something with their lives and depend on welfare.

Have you benefitted from counseling this semester, either individually or in a group?

Yes. We had a very understanding counselor who cares and that makes more difference than you think.

I learned how to use time management, how to study, and to ask questions.

Yes. How to cope with school and family.

Have you received tutoring this semester? If so, is it of benefit?

Yes. My tutor has really shed light on my problems I had.

Yes. Medical terminology. Good.

How would you evaluate study skills/workplace readiness skills this semester?

It made me ready to do what I have to, and it made me more aware of the things I must apply to homework and notetaking, etc.

Ten.

Great.

Staff Evaluations

Quickstart: The staff felt that the implementation of Quickstart this year created a major success for **Project LEEWAY for Single Parents**. Students expressed their appreciation in many ways to each staff person involved; attitudes were even more positive than in previous years. The addition of the survival skills curriculum was also a great contribution.

One suggestion to enhance the program was to increase the amount of time allotted to the study skills curriculum; however, with the time of the counseling staff who teach study skills at a premium, we feel fortunate to be able to use their expertise for one hour per day.

The staff looked at the Test of Adult Basic Education scores. The fact that in the area of math, students increased their skills by one and one-half grade levels in five weeks, and increased their language skills by nearly one-half grade level in the same amount of time was seen as very positive.

The staff felt the reading scores were not reflective of actual change; reading placement scores conducted with some students before and after Quickstart showed positive grade level changes of at least four grade levels for four students.

We were however, unable to use placement test scores as an evaluative tool this school year, as tests were changed mid year.

First Semester: The staff saw the class time spent in study skills and workplace readiness twice per week for the first eight weeks as critical to the success of the students. Students formed very close bonds during the five weeks of Quickstart, and without this opportunity to meet, the staff felt that many students might have dropped out. A recommendation for next year was to offer similar class time during the second semester.

Monthly Parenting Forums were a somewhat controversial offering. Some students had been offended that these were required of students who otherwise had no alternative child care options; other students had expressed great appreciation. The staff and the advisory board expressed very positive sentiments regarding them. The staff and the advisory board agreed to recommend placing parenting forums on hold for one year. The suggestion was to create a monthly parenting newsletter for the upcoming year until a positive resolution could be reached regarding parenting forums.

Second Semester: As previously mentioned, the staff recommended more formal contact with **Project LEEWAY for Single Parents** students during the second semester. The suggestion was to create a job search curriculum to be offered during the final eight weeks of the semester. It was further recommended that this be an optional activity open to all previous **Project LEEWAY for Single Parents** students.

In summary, staff was very encouraged with the **Project LEEWAY for Single Parents** program this year, particularly with the addition of Quickstart. We look forward to another year and plan to implement recommended changes as possible.

ASSISTANCE TO OTHER ELIGIBLE STUDENTS

Project LEEWAY for Single Parents was able to assist other single parents, displaced homemakers, and single pregnant women with the following support services:

Child care	30 students
Textbooks	1 student
Transportation	3 students

APPENDIX
A

FORMS

Project Leeway

Single Parents, Men or Women
Single Pregnant Women
Displaced Homemakers

Guidance, Counseling, Child Care Assistance, Basic Academic Skills, Survival Skills, and Study Skills for students who want to enter Lee College.

LEE COLLEGE

LEE COLLEGE
P.O. Box 818
Baytown, Texas 77522-0818

Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion, or national origin

Do you want to be a student at Lee College but need help with child care, transportation, and textbook expenses?

Are you a single parent looking for a better job?

Are you a homemaker who needs help in developing skills?

Are you a single parent or single pregnant woman who is not prepared to support a family?

Project Leeway can help!!

This brochure provided by Perkins Equity funds

Project Leeway...

Project Leeway for Single Parents and Displaced Homemakers is a free program for persons who are experiencing a major transition in their lives. Returning to school and preparing yourself for a new job can be difficult, especially if you are a single parent. Project Leeway provides child care, assistance with textbook expenses, tutoring, career and personal counseling, and emergency transportation for students who qualify. We also provide Survival Skills workshops, assistance with basic academic skills, study skills, and work place readiness skills.

You can participate in this program if...

- You are a single parent (man or woman) or,
- You are a displaced homemaker (a homemaker forced to re-enter the workforce due to loss of family income) or,
- You are a single pregnant woman and,
- You need to improve your basic academic skills, such as reading, writing, and math, before pursuing a career.

You can be helped by these services...

Project Leeway assists persons in making the transition from work in the home to work in the labor market by providing assistance in the following areas:

- *Financial assistance with child care, textbooks, or emergency transportation*

Need-based assistance is available for those who qualify.

- *Career Exploration*

Services include interest assessment, career exploration, and speakers representing successful careers in our community.

- *Survival Skills Workshops*

Topics include coping with crisis, legal rights, parenting, health, nutrition, self advocacy, assertiveness, and more.

- *Basic Academic Skills*

You will have the opportunity to improve your reading, math, and writing skills before enrolling in semester classes.

- *Personal Assistance*

You will receive personal assistance in completing financial aid applications, registration processes, tutoring assistance, and personal counseling.

- *College Study Skills*

You will build your self-confidence by learning the proper way to study for college classes. You will also learn basic computer skills necessary for most careers.

- *Workplace Readiness Skills*

Topics will include stress management, goal setting, decision making, understanding differences in the workforce, rewards of working, succeeding in a new job, and more.

Take the first step...

For more information about this free program for single parents, single pregnant women, and displaced homemakers, take the first step and call or visit the Special Populations Office on the Lee College campus.

Clare Fleming,
Project Coordinator
Tech/Voc 1, Room # 113
(713) 425-6559

PROJECT LEEWAY

- Are you interested in a vocational/technical career?
- Do you need job training?
- Do you need child care assistance?
- Do you need financial aid?
- Do you need to brush up your reading, math or writing skills before beginning a training program?

Project Leeway STARTS NOVEMBER 7TH
PHONE **NOW** TO APPLY

Clare Fleming
Lee College Special Populations Office
(713) 425-6559

LEE COLLEGE

37

Project Leeway

For Office Use Only
Reading _____
Writing _____
Math _____

Student Information

Social Security Number_____ Date_____

Name_____
Last First Middle Initial

Address_____
No. and Street/Apartment No.

_____
City State Zip

Telephone_____ Alternate Telephone_____

Marital Status: _____Married _____Single _____Separated _____Divorced _____Widowed

If married, is your husband working? _____Yes _____No

Do you have children? _____Yes _____No Ages of children_____

Do the children live with you? _____Yes _____No

Financial Aid

Have you applied for financial aid? _____Yes _____No When?_____

Have you been awarded financial aid for the fall/spring semester? _____Yes _____No

Do you receive help through AFDC? _____Yes _____No Food stamps? _____Yes _____No

Do you live in Public or Section 8 housong? _____Yes _____No

Will you need child care assistance? _____Yes _____No

If so, have you applied to NCI? _____Yes _____No When?_____

Educational History

High School: Name_____ Year Graduated_____

If GED earned, give date_____ Name of Institution_____

Other Education_____

Have you taken the Lee College Placement Tests yet? _____Yes _____No

Educational Goal

What is your main objective in attending Lee College?

_____

_____

What type of training may you be interested in?

_____

_____

Project Leeway

STEPS TO FOLLOW

The following are steps to follow in applying to **Project LEEWAY:**

_____1. Complete a **Project LEEWAY application.** Turn in to Special Populations Office, TV1 Bldg., Room 113.

_____2. Complete a **Lee College enrollment application.** Turn in to the Admissions Office in Moler Hall.

_____3. Keep the **Permit to Register**, which is a computer print out you will receive from the Admissions Office at the time you turn in your enrollment application.

_____4. Register to take the **Lee College Placement test.** Do this through the Counseling Office, 425-6384. You will need to bring the **Permit to Register** with you when you take the test.

_____5. Complete a **Free Application for Federal Student Aid**. This form is available in either the Financial Aid Office in Moler Hall, or in the Special Populations Office in TV1, Room 113.

NOTE: Most people have questions about how to complete this form accurately. Phone the Special Populations Office, and we will answer your questions or schedule an appointment to help you fill out this form. (An appointment usually takes 1/2 hour.)

_____6. Attend a scheduled **Project LEEWAY orientation meeting.** Bring questions.

_____7. Phone Clare Fleming in the Special Populations Office to **schedule an individual appointment.** We will then discuss whether or not Project LEEWAY seems appropriate for you. Again, bring questions.

??QUESTIONS??

Contact: Clare Fleming, Program Coordinator
Special Populations Office
Technical Vocational Bldg. 1, Room 113
(713) 425-6559

Project Leeway

Student Survey

Name_____ Date_____

Address_____
No. and Street/Apartment No.

_____
City State Zip

Home Telephone_____ Alternate Telephone _____

In order to help the Project Leeway staff serve your needs, please complete the following survey:

I would like help with:

Yes	Maybe	No		Yes	Maybe	No	
☐	☐	☐	1. Financial aid	☐	☐	☐	9. Personal concerns
☐	☐	☐	2. Finding work	☐	☐	☐	10. Learning disability
☐	☐	☐	3. Learning English	☐	☐	☐	11. Physical disability
☐	☐	☐	4. Reading skills	☐	☐	☐	12. Health problem
☐	☐	☐	5. Study skills	☐	☐	☐	13. Commuter information
☐	☐	☐	6. Writing skills	☐	☐	☐	14. Work experience credit
☐	☐	☐	7. Math skills	☐	☐	☐	15. Day care information
☐	☐	☐	8. Choosing major/career	☐	☐	☐	16. _____

Other comments or concerns:_____

_____

Project Leeway

Parenting Survey

1. How many children do you have?_____

   How old are they?_____

   Do all of your children live with you?_____

2. Place a check mark by any topics below that you would like to hear discussed in a Parenting Seminar:

   _____ Single parenting
   _____ Talking to your children
   _____ Discipline--Too much or not enough?
   _____ Helping your child in school
   _____ Making time for yourself (Time management)
   _____ Keeping your children out of trouble--drugs, gangs, etc.
   _____ Making "Quality" time with your children
   _____ Helping preschoolers get ready for school
   _____ Latch key children
   _____ Family violence
   _____ Security at home
   _____ Handling stress

3. The topics above are only suggestions. Are there any topics that you would like to hear that are not listed?

   _____

   _____

4. Do you have any other suggestions for the once-a-month parenting seminars?

   _____

PERKINS CHILD CARE ASSISTANCE

USEFUL INFORMATION TO READ FIRST:

1. Child care must be applied for **each semester**.

   Since we do not receive enough money to assist each person who applies, **you must apply early**. Ask Clare Fleming in the Special Populations Office when applications will be available for next semester.

2. You must have a Technical/Vocational major to qualify for child care assistance.

   This means you may major in **any certificate program,** or in any 2 year program leading to an **A.A.S degree**. (A.A. degrees and A.S. degrees do **not** qualify.)

3. You must be able to show you are income eligible. Your Pell Grant award letter shows us this.

   If you are not receiving a Pell Grant, talk to Clare Fleming. There may still be hope.

4. Our child care assistance program pays for YMCA child care at the Barney Gray Center on the Lee College campus. If the hours or program do not meet your child's needs, contact Clare Fleming.

STEPS TO FOLLOW:

1. Read and sign page 2.
   Complete page 3 of application down to solid line.
   Complete page 4 of application.

2. Take pages 3 and 4 of application with you to Barney Gray Child Care Center.
   Ask them to complete the bottom of page 3 for you, below the solid line.
   Give them page 4 of the application to keep for their records.

3. Return pages 2 and 3 to the Special Populations office, TV1 - Room 113.
   At this time, attach a copy of your permit to register (available in the admissions office) and a copy of your Pell Grant Award letter; both of these should represent the semester for which you are requesting child care.

DIRECTIONS TO BARNEY GRAY CHILD CARE CENTER (713-422-5073)

From the main campus, head west on Texas Avenue. Go one block past the intersection where Decker flows to the right. You will pass the Teachers Credit Union on your right, and the library on your right. Barney Gray is a one-story building which sits on the right, behind a playground with play equipment. Turn right into the driveway immediately before you pass the play equipment.

PARENTING SEMINARS

Effective Fall Semester, 1994, students receiving child care assistance will be required to attend three (3) brown bag seminars per semester in order to continue receiving child care. These will also be open to all Lee College students, and will cover parenting skills such as: discipline, helping children succeed in school, family violence, family safety, communication skills, etc.

I have read the above and understand that in order to continue receiving child care throughout each semester, I must attend each of the following three (3) seminars, held from 12:00 noon to 12:45 pm:

Wednesday, February 1, 1995

Wednesday, March 1, 1995

Wednesday, April 5, 1995

---

singature date

STILL HAVE QUESTIONS?

Contact: Clare Fleming, Special Populations
(713) 425-6559
Tech/Voc Building 1, Room 113

Office use only:
Date submitted_____
Permit to register_____
Pell Grant Award Letter_____

_____
semester for which you are applying

CHILD CARE ASSISTANCE APPLICATION

_____
Name of Lee College student SS#

_____
home phone number message phone number

_____
street and apt. # town state zip

_____
major marital status: married/single/separated

Pell Grant status: (circle one) approved pending
Award Amount:_____

Do you receive AFDC? (circle one) yes no
If yes, have you applied to NCI for child care assistance? (circle one) yes no
If yes, how recently?_____

Do you receive food stamps? (circle one) yes no

Do you live in Public or Section 8 housing? (circle one) yes no

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

THIS SECTION TO BE COMPLETED BY CHILD CARE CENTER

Based on the Lee College Student's request for services, we estimate weekly child care costs to be $_____.

_____
signature of child care staff member **name of child care center**

RETURN THIS SHEET TO THE LEE COLLEGE SPECIAL POPULATIONS OFFICE

Dear Child Care Provider:

The student named below is applying for one semester of Perkins child care assistance. If approved, Lee College will notify you of this approval and will then provide you with necessary guidelines and invoices.

If you have questions, please contact:

Clare Fleming
Special Populations Office
Lee College
P.O. Box 818
Baytown, TX 77521
(713) 425-6559

TO BE COMPLETED BY LEE COLLEGE STUDENT:

Name of Lee College student _____ SS# _____

home phone number _____ message phone number _____

street and apt. # _____ town _____ state _____ zip _____

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

GIVE THIS SHEET TO CHILD CARE CENTER STAFF

PERKINS CHILD CARE ASSISTANCE GRANT: Lee College-Baytown, Texas

Weekly Class Attendance Form

Course Title	Time	M	T	W	TR	F	Tot.Hrs.	Instructor Signature

Student Name:_____ Week Of:_____

** Complete this form with your course names and times. At the end of each class period, place a check in the box under the days you were there, enter the total amount of hours you were in class that week, and at the end of the week have the instructor sign in the appropriate place, then take this form to the day care center you have chosen. **BE SURE TO TURN THIS FORM IN TO THE CHILD-CARE CENTER BY FRIDAY OF EACH WEEK.**

PERKINS CHILD CARE ASSISTANCE GRANT: Lee College-Baytown, Texas

Weekly Class Attendance Form

Course Title	Time	M	T	W	TR	F	Tot.Hrs.	Instructor Signature

Student Name:_____ Week Of:_____

** Complete this form with your course names and times. At the end of each class period, place a check in the box under the days you were there, enter the total amount of hours you were in class that week, and at the end of the week have the instructor sign in the appropriate place, then take this form to the day care center you have chosen. **BE SURE TO TURN THIS FORM IN TO THE CHILD-CARE CENTER BY FRIDAY OF EACH WEEK.**

Name _____ I am in groups A B C D / E F

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	a. Survival Skills	a. Career Exploration	a. Survival Skills	a. Career Exploration	e. Computers
	b. Career Exploration	b. Survival Skills	b. Career Exploration	b. Survival Skills	f. Intro to Computers
9:40					break
9:50					e. Intro to Computers
					f. Computers
10:00	break	break	break	break	
10:15	a. Survival Skills	a. Study Skills	a. Survival Skills	a. Study Skills	
	b. Study Skills	b. Survival Skills	b. Study Skills	b. Survival Skills	
11:15	lunch	lunch	lunch	lunch	end of day
12:00	c. computers d. read/write	c. read/write d. math	c. computers d. math	c. math d. read/write	
1:30	break	break	break	break	
1:45	c. read/write d. computers	c. math d. read/write	c. math d. computers	c. read/write d. math	
3:15	end of day	end of day	end of day	end of day	

Project Leeway

Career Interests

Initial Survey

Please list below three career fields in which you are most interested:

_____

_____

_____

_____
Your Name

_____
Today's Date

Project Leeway

Career Interests

Initial Survey

Please list below three career fields in which you are most interested:

_____

_____

_____

_____
Your Name

_____
Today's Date

Project Leeway

Career Choice

Final Survey

Now that you are near completion of your first semester of college work, please take a few moments to tell us what career you have selected to study next semester. Try to be specific.

1st Choice _____

2nd Choice _____

3rd Choice _____

Did the Career Exploration workshops with speakers from various occupations influence your decision at all? ___Yes ___No

_____ _____

Your Name Today's Date

Project Leeway

Career Choice

Final Survey

Now that you are near completion of your first semester of college work, please take a few moments to tell us what career you have selected to study next semester. Try to be specific.

1st Choice _____

2nd Choice _____

3rd Choice _____

Did the Career Exploration workshops with speakers from various occupations influence your decision at all? ___Yes ___No

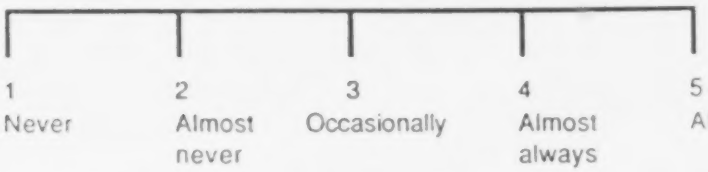
_____ _____

Your Name Today's Date

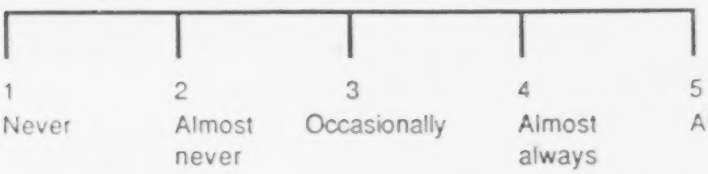
Final Comment Form

Below you will find several comments about the Survival Skills Workshops. Circle the number you think best describes your feelings about each comment. Remember to think of the workshops as a whole program when you answer.

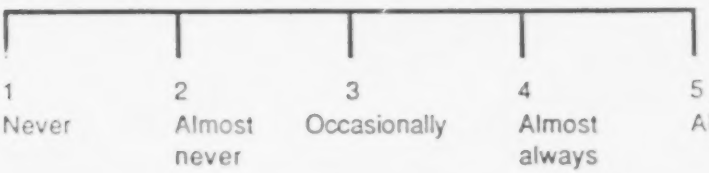
1. I found the Survival Skills Workshops interesting.



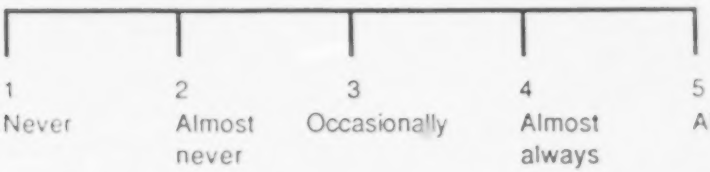
2. The worksheets were useful.



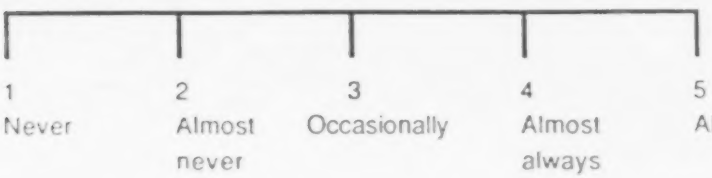
3. The information presented during the workshops is helpful now as well as later.



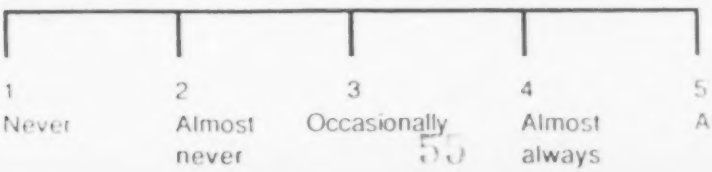
4. I would recommend the series of workshops to a friend.



5. I intend to go back and use information I learned from the workshops when I need it.



6. I think I am now more capable of meeting my goals.



7. I think the Facilitator did a good job of helping me learn about Survival Skills.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The Facilitator helped me feel good about the goals I accomplished during the workshops.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The Facilitator was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

10. The Facilitator encouraged all of us to be more independent and to help each other.

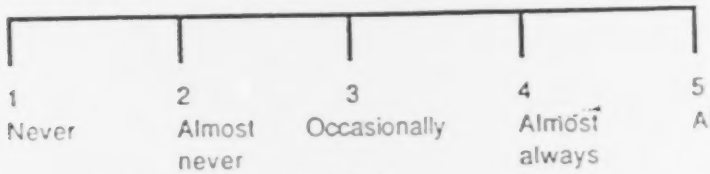
1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

Comments:

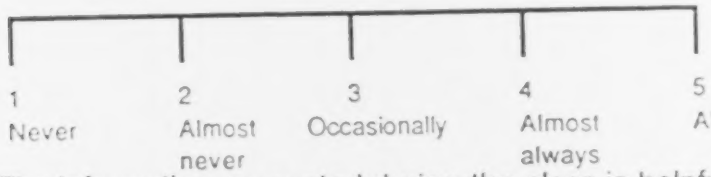
Final Comment Form

Below you will find several comments about the reading and writing class. Circle the number you think best describes your feelings about each comment.

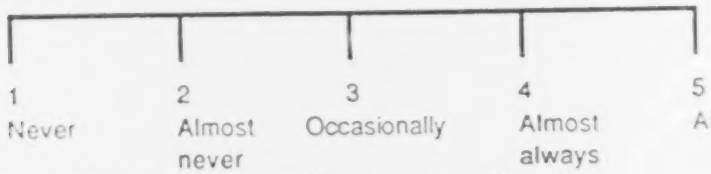
1. I found the reading and writing class to be beneficial.



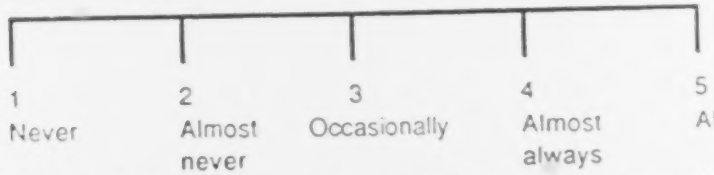
2. The worksheets were useful.



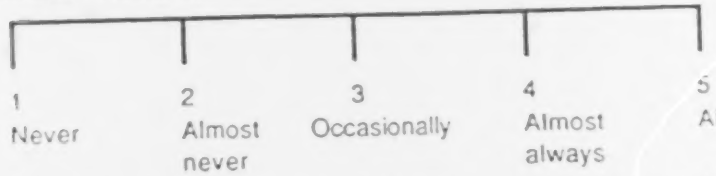
3. The information presented during the class is helpful now as well as later.



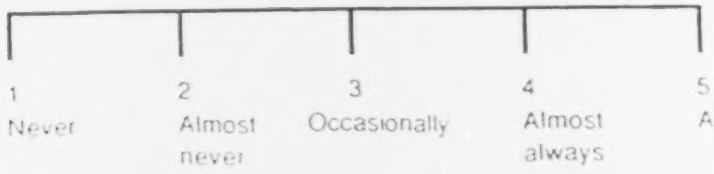
4. I would recommend this class to a friend.



5. I intend to go back and use information I learned from this class when I need it.



6. I think I am now more capable of meeting my goals.



7. I think the instructor did a good job of helping me learn more about reading and writing.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: _____

_____

_____

_____

_____

Final Comment Form

Below you will find several comments about the math class. Circle the number you think best describes your feelings about each comment.

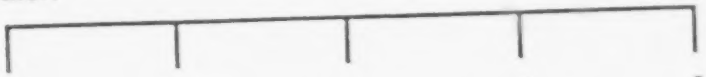
1. I found the math class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

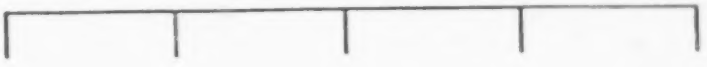
4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

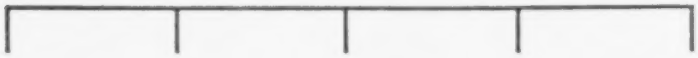


1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about math.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: _____

_____

_____

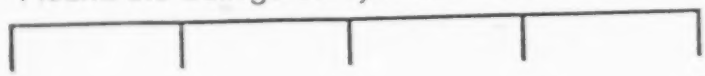
_____

_____

Final Comment Form

Below you will find several comments about the College Study Skills class. Circle the number you think best describes your feelings about each comment.

1. I found the College Study Skills class to be beneficial.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

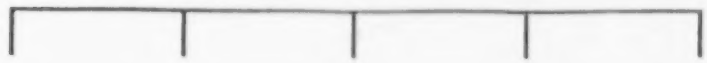
5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about College Study Skills.

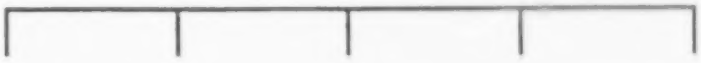


1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: _____

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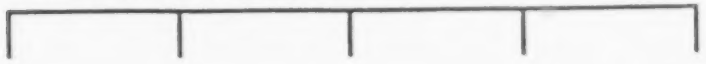
Final Comment Form

Below you will find several comments about the Career Exploration class. Circle the number you think best describes your feelings about each comment.

1. I found the Career Exploration class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

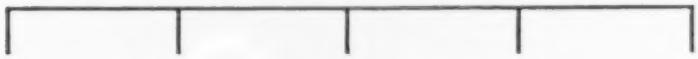
6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about careers.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.



1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: _____

_____

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_____

Final Comment Form

Below you will find several comments about various aspects of Project Leeway Quickstart. Circle the number you think best describes your feelings about each comment.

1. I found the individual and group counseling to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. I found the testing was conducted with minimal stress, and helpful in giving me information about myself.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. I found the individualized computer program to be beneficial in reading.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I found the individualized computer program to be beneficial in language arts.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I found the individualized computer program to be beneficial in math.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I found the computer lab, with the help of the lab assistant, to be beneficial to learning.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. (Answer only if you participated in the Lee College child care program):
I found the Lee College child care program to be of benefit.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: _____

_____

_____

_____

_____

Name_____

How has the LEEWAY program impacted you?

How do you feel about college compared to last fall before LEEWAY?

Would you recommend LEEWAY to your friends?
Why?

Have you benefitted from counseling this semester, either individual or group?
How?

Have you received tutoring this semester?
If so, is it of benefit?

How would you evaluate study skills/workplace readiness skills this semester?

APPENDIX

B

NEWS ARTICLES

The following have been deleted from the document to avoid copyright infringement:

1. Martinez, J. Students get a jump on college careers. The Baytown Sun, 7/19/94.
2. Martinez, J. LC's leeway program gives second chances. The Baytown Sun, 6/27/94.
3. Martinez, J. Program helps with careers, school. The Baytown Sun, 6/20/94.